

UNCLASSIFIED

1501-10 10/76

PL-APP-210/76



**AGENCY FOR  
INTERNATIONAL  
DEVELOPMENT**

**ANNUAL BUDGET SUBMISSION  
FY 1983**

**DEVELOPMENT SUPPORT BUREAU**

**OFFICE OF EDUCATION**

**JUNE 1981**

**UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY  
WASHINGTON, D.C. 20523**

UNCLASSIFIED

TABLE OF CONTENTS

I. Office Narrative..... 1

II. Project Obligations by Appropriation Account (Table III)..... 8

III. Project Budget Data (Table IV)..... 9

IV. Project Ranking Sheet (Table V)..... 12

V. Project Activity Data Sheets..... 13

VI. Contract/Grant Field Support Table..... 23

VII. Country Activity Data..... 24

## NARRATIVE

### Office of Education

#### 1. A.I.D.

The central role of education in development is clear; the commitment of individuals and nations remains strong. Whether perceiving it as an economic investment for the future or as an individual human right to develop one's abilities and talents, parents -- and governments -- often place the highest priority on education for their children.

The basic problem facing developing countries in the education sector is what kinds of learning can be provided for how many people, at costs that are affordable. A second important issue is the most effective role of external assistance to developing countries in meeting their learning needs. A.I.D., in its education program, seeks not only to help developing countries fulfill peoples' aspirations for education, but also to base its assistance on the best current evidence about which types and levels of education contribute most to development.

In the mid-1970's, A.I.D. decided to focus on basic education and move away from support of higher education institutions. That decision has been supported by evidence from several sources, including the World Bank in the World Development Report 1980 and a series of A.I.D. Impact Studies, which confirm the importance of investments in basic education as an essential component of all long-term development programs. For example:

- primary education has social and private rates of return in the range of 20 to 26 percent. Those are higher than returns on most alternative investments, including investments in secondary and higher education.
- the productivity of farmers with at least four years of primary education is, on average, about 7 percent higher than that of farmers with no formal education, even after controlling for size of land holdings.
- each additional year of education for mothers is associated with a decrease of 9/1000 in the infant/child mortality rate.
- the education of girls is the single greatest socio-economic determinant of reduction in fertility.

- literacy rates are more strongly correlated with rates of economic growth than any other indicator, both as a condition preceding the period of growth and as an index of social change resulting from the growth.

The World Development Report 1980 summarizes the influence of education on other development efforts:

"... parents with a primary education are more likely to learn (and be willing to try) improved health, hygiene and nutrition practices, thus reducing the chances that their children will become ill or malnourished. Educated people are more likely

to have lower fertility: they more readily see the disadvantages of having too many children to feed and educate; they have more alternative sources of interest and satisfaction that compete with children for time and money; they are generally more willing to accept new ideas, such as the use of modern contraceptives, and to seek family planning advice." (p. 70.)

Despite the decision to concentrate on basic education, A.I.D. has issued no official policy on education. A policy was developed over the past four years and agreed upon by central and regional bureaus, but last year's extended discussion with IDCA over the role of education in Agency programs prevented the policy paper from being approved and disseminated. At the same time, A.I.D.'s assistance to support the expansion and reform of basic education systems has declined steadily from about \$60 million annually during the 1960's to about \$35 million at present.

The FY 82 funding for Section 105 Education and Human Resources is approximately \$109.6 million. The Africa and LAC Bureaus will obligate two-thirds of this. In addition, education and training activities within other sectors represent at least twenty percent of totals for those accounts and appear to be growing.

## 2. DS/ED

The role of DS/ED continues to be one of central support for the regional bureaus and missions and development of new cost-effective approaches to delivering relevant information and effective instruction to rural areas of developing countries. With a total allocation of approximately 5 percent of the funds in Section 105, DS/ED plans to provide easy access for the missions/bureaus to the best available technical talent in education -- formal and nonformal -- and development communications through field support projects. At the same time we will continue our research and development function by implementing pilot demonstration projects in radio assisted instruction at the primary level, national nonformal education "service centers," and communications in conjunction with efforts in health, nutrition and agriculture.

The methods described in the program areas listed below represent promising alternatives to existing patterns of educating and communicating with large numbers of people in isolated rural areas. Experience so far suggests that they are among the most effective that have been tried in education. However, more work needs to be done to test them, both alone and in combination, to find how they might best be used on a large scale.

We intend to pursue these program directions long enough to ensure that each method is given a reasonable test, and to see whether their use leads to substantial improvements over existing methods of educating and communicating.

#### A. Primary Education Systems

Many developing countries, especially the poorest, lack the means to extend their educational systems to reach and retain the majority of their school-age populations. Although most attempt to follow one typical model (a certified teacher and thirty students per classroom), they often have neither the trained teachers nor the financial resources to support such a system, especially with the steadily increasing numbers of school-age children. Also, the quality of instruction that takes place in rural schools is often poor.

The goal of this area is to design and test alternative methods for increasing access to primary education and improving its quality and usefulness. Both in-school and out-of-school activities are included.

In FY 83, we will continue to concentrate on the use of radio as an inexpensive means of reaching large numbers of people quickly and effectively. Radio has a distinct advantage over traditional approaches in terms of cost and logistical feasibility. In most countries radio programs can be heard in even the most remote villages.

While radio is the central component of this instructional system and provides the means of delivering uniformly high quality instruction quickly to large audiences over vast areas, the careful design of materials (radio lessons and teacher guides) remains the critical element. Careful tryout and revision of radio lessons are essential. Radio acts as a catalyst to ensure attention to each component of the system: instructional design, curriculum relevance, efficient administration and supervision and closer monitoring of student performance.

The results and methods of the successful Radio Mathematics project, implemented in Nicaragua from 1973 to 1978, are being adopted by several other countries (Thailand, Philippines, Colombia, Botswana); the Radio Language Arts project (Extension of Rural Primary Schools) is fully underway in Kenya. The Community Basic Education project which

will deliver primary education by radio to those with no access to school will begin in FY 81 in the Dominican Republic. In FY 83, we plan to begin the Radio Science project to complete the primary core curriculum.

It is not easy to bring about change in the way a country educates its people. Until the entire primary core curriculum is taught by radio effectively, few countries are likely to be willing to adopt large-scale use of radio instruction as a major modification of the traditional model of education. For that reason we intend to begin work on the subject of science in FY 83.

In addition to the work on radio, in FY 82 we will also begin a study of current practices in teacher preparation and support. Since teacher salaries continue to comprise 80 to 90 percent of national education budgets, cheaper and more effective ways of producing instructors are badly needed. This project will deal with both preservice and inservice teacher training.

#### B. Nonformal Education

LDC governments throughout the developing world are increasingly aware that a substantial portion of their population does not have the opportunity to go to school, and that nonformal programs might meet some of their learning needs at an affordable cost.

A.I.D.'s nonformal education (NFE) program began in 1971 when Michigan State University was funded by DS/ED to analyze experiences from around the world. MSU produced over 50 technical documents which became the foundation of their ongoing NFE Information Center. The Center has become one of the world's most active forums for exchange of NFE ideas and materials. It receives and answers mail from some 100 correspondents each week, the majority of them directly involved in NFE activities in the Third World. Because NFE practitioners have found this service so valuable, we are now funding MSU to assist LDC centers to take on similar functions for their own countries and regions.

DS/ED awarded an institutional development grant to the University of Massachusetts in 1974. By developing and testing NFE ideas in collaboration with the Peoples Education Association of Ghana, Thailand's Adult Education Institute and the Guatemalan Ministry of Health, the grant has provided training for 80 advanced graduate students. Graduates of the program are now working in a number of key nonformal education positions. The institutional capability developed through the project was demonstrated when the Government of Indonesia selected the University of Massachusetts as principal contractor for a World Bank-financed national NFE program.

Results from a number of small-scale NFE projects complement the experience gained from the activities described above. Contractors directed by DS/ED have tried out learning approaches that help local communities to identify their needs and participate in the design and implementation of programs to improve their living conditions. Special attention has been given to women and other groups who have been ill-served by traditional schooling systems.

Some governments, notably Indonesia, have already created a Ministry of Nonformal Education. Experience, however, indicates that an institution designed to work with numerous NFE organizations serving a variety of clientele will function best as a relatively autonomous Service Agency, rather than as a Ministry. A Service Agency's principal tasks are to identify NFE programs, to improve the quality of education through technical assistance, and to channel resources for expansion of programs into areas of greatest need.

The overall goal in NFE over the coming five years will be to help several countries design and test a national service agency that allows a myriad of local and regional NFE programs to function effectively without formalizing the process. Under the Structuring NFE Resources project, we are supporting one such agency in Lesotho and another in Ecuador. This project also supports a complementary activity--NFE Assessment and Analysis--to provide assistance to governments interested in developing a method of taking inventory of NFE programs and indicating where and how the government can best lend support to them. This activity is currently underway in the Cameroon. Finally, in response to field demand we are beginning a technical support activity to provide NFE expertise to Regional Bureaus and missions.

In addition to this administrative and organizational initiative, which forms the core of our NFE program, we are continuing to do research in specific areas of NFE. The Literacy-Oriented Functional Education project, for example, is exploring means of attaching literacy training to practical skills training projects in which participants' acquisition of new skills and their perception of new job opportunities motivates them to acquire literacy skills as well.

### C. Development Communications

The success of development programs in almost every rural sector can be influenced by an effective flow of information to and from the people in those areas. Family health can be improved through an awareness of health-related actions that families themselves can put into practice; agricultural development programs often assume that farmers are receiving timely information on agricultural markets, weather conditions, and the use of appropriate farming technologies; rural development institutions of all sorts need additional information on local problems and conditions. Further, the administrators of rural service systems often report an acute need for a better two-way flow of communications among field workers and administrative or technical centers.

It is to these kinds of information and education needs that the program in development communications is directed. Its objective is to help develop more effective and practical ways to meet the information and education needs of rural societies.

In health, two approaches are being developed. One is represented by the current "Mass Media: Health Practices" project, which is an effort to teach mothers how to treat their sick children, as well as to take preventive measures. The focus is on reducing mortality from infant diarrhea, a major killer of infants under the age of two, in rural areas throughout the world.

This project is now carrying out its health education program in Honduras and is preparing for operations in The Gambia. Its research on the process of changing practices has led to useful results in Honduras: the World Health Organization package design for oral rehydration salts has been modified to increase its usability by rural mothers; the Honduras mission has adopted the project's instructional and research techniques into two large operational projects in water, sanitation, and health; the major hospitals of Honduras have adopted oral rehydration as their preferred treatment; and the country's most prescribed medicine for diarrhea has been changed to exclude a potentially harmful antibiotic.

The second approach being developed to meet health service needs relates to primary health care systems; DS/ED has been assessing the use of two-way radio connections to support networks of remote health workers. The MEDEX Group in Hawaii now has a communications specialist (funded through FY 82 by DS/ED). A successful pilot project in Guyana, also funded by DS/ED, has led to the incorporation of two-way radio into the larger MEDEX remote health worker project there, and has stimulated current Government planning for a national rural two-way communications system usable by all development sectors.

For agriculture, we are trying to integrate radio broadcasting into local agricultural development systems. We are working to extend the experience of the successful LA/DR Basic Village Education experiment to other LDCs. In Jamaica, a new local radio broadcasting station will provide daily information to the farmers of the region. A special component will also deal with the needs of women in the area. In Liberia, a major new Mission project in rural radio has been developed which also builds upon these experiences.

In the 1980's, the continued development of communication satellites provides the technology potentially capable of alleviating communication difficulties. Satellites show particular promise because they are capable of overcoming the problems of great distance and hostile terrain and are entering a period of rapidly declining costs and reduced on-the-ground complexity. These developments have led India, Indonesia, the Philippines, Sudan, the League of Arab States, and others to commit themselves to comprehensive domestic satellite

communications systems. Many other LDCs are actively studying the issue. A.I.D.'s Rural Satellite program is designed to assist countries in learning to use this new technology as a facilitator of rural development through pilot programs, R&D and information services. The program draws heavily on what has been learned about effective rural information strategies in the work described earlier in agriculture, health, nutrition, and education, with technical assistance and training provided to these rural service institutions. It will evaluate carefully the economic and social utility of investments in rural communications.

Final design work is to be completed in May, 1981 for a pilot project in the Philippines, on the island of Palawan. That project will provide audio linkages via satellite among a number of agricultural high schools for faculty in-service training and curriculum improvement. The new communication capacity will be used for public health and nutrition programs, and two integrated rural development organizations will use communications for the training of agricultural extension agents and the dissemination of agricultural information. The education sector will use the system for in-service teacher training.

Planning is underway for projects in Indonesia and Senegal. LA/DR, with substantial DS/ED involvement, has developed an ongoing project in Peru, and a detailed planning effort in the Caribbean.

### 3. Conclusion

One area not included in this program deals with education planning and finance. Due to personnel and budget restrictions we stopped our efforts to reenter this important area of the educational system. The need obviously exists for concerted attention on alternative means of financing public education at all levels and planning methods that yield the most efficient use of a country's educational resources. The general downturn in the world's economy has affected the poorest countries the most and few can afford to continue spending as large a percentage of their national budgets on education. The problem is clear; the solution is not. We will attempt to provide experts for short-term assistance to missions through our field support projects. We will not be able to put the effort and resources necessary for the sustained study and development the problem demands.

It takes a long time to design and test new methods. The results to date, although incomplete, have already been put to use. Large mission-funded projects in Liberia and Indonesia flow directly from DS/ED's prior work in development communications. The positive response of missions to the announcement of the new NFE Field Support project enables us to work in many more countries to help apply the advances of the last few years in the area of nonformal education. The World Bank has picked up the idea of radio for direct instruction and incorporated it in several of its primary education loan projects. Overall, DS/ED's program has gained momentum. Despite the recent cutbacks in personnel and budget, the next few years could produce important additional gains from these sustained efforts.

TABLE III - PROJECT OBLIGATIONS BY APPROPRIATION ACCOUNT  
 FY 1981 TO FY 1983 (\$ THOUSANDS)

OFFICE: DS/ED

APPROPRIATION ACCOUNT - EH

PROJECT#	PROJECT TITLE	FY 1981 OYB-REVISED	FY 1982 REVISED	FY-83 MINIMUM	FY-83 CURRENT	FY-83 PROPOSED	Page #
931-1017.	EXTENSION OF RURAL PRIMARY SCHOOLS	\$500	\$500	\$800	\$800	\$800	13
931-1018.	MASS MEDIA/HEALTH PRACTICES	\$40	\$525	\$400	\$400	\$400	14
931-1054.	STRUCTURING NFE RESOURCES	\$1,000	\$680	\$1,000	\$1,000	\$1,250	15
931-1109.	COMM TECH: STUDIES + APPLICATIONS	\$0	\$350	\$200	\$200	\$400	16
931-1231.	DEVELOPMENT COMMUNICATIONS CLEARINGHOUSE	\$260	\$200	\$150	\$150	\$150	17
931-1233.	IMPROVING TEACHER EFFECTIVENESS	\$0	\$300	\$0	\$300	\$300	18
931-1241.	NFE AND UNEMPLOYED YOUTH	\$0	\$300	\$0	\$300	\$300	19
931-1242.	LITERACY-ORIENTED FUNCTIONAL ED.	\$0	\$75	\$0	\$0	\$0	
936-5807.	RADIO-ASISTED COMMUNITY BASIC EDUCATION	\$450	\$570	\$850	\$850	\$850	20
936-5811.	RURAL SATELLITE PROGRAM	\$2,500	\$2,000	\$1,600	\$1,600	\$1,850	21
936-5818.	TEACHING SCIENCE BY RADIO	\$0	\$0	\$0	\$300	\$300	22
TOTALS FOR EH		\$4,750	\$5,500	\$5,000	\$5,900	\$6,600	
* * OFFICE TOTAL:		\$4,750	\$5,500	\$5,000	\$5,900	\$6,600	

05/15/81

AID PROGRAM IN FY 1983  
ANNUAL BUDGET SUBMISSION  
TABLE IV - PROJECT BUDGET DATA

BUREAU FOR DEVELOPMENT SUPPORT

05/15/81

041 - OFC. OF EDUCATION

PROJECT NUMBER AND TITLE	ESTIMATED U.S. DOLLAR COST (\$000)													
	G OBLIG L DATE INIT FIN	TOTAL COST AUTH PLAN	FY 80 PIPE- LINE	FY 1981 OBLIG- ATIONS	EXPEND- ITURES	FY 1982 OBLIG- ATIONS	EXPEND- ITURES	FY 83 AAPL	FY 84 OBLIG	FY 85 OBLIG	FY 86 OBLIG	FY 87 OBLIG	FUT YR OBLIG	ITEM NO
AGRICULTURE, RURAL DEV. AND NUTRITION														
9311250	DEV AND UTILIZATION OF NFE NETWORK													
G	79 80	90	90	90	---	90	---	---	---	---	---	---	---	130
APPROPRIATION TOTAL		90	90	90	---	90	---	---	---	---	---	---	---	
HEALTH														
9311018	MASS MEDIA/HEALTH PRACTICES													
G	78 82	1100	1100	1015	---	700	---	315	---	---	---	---	---	115
APPROPRIATION TOTAL		1100	1100	1015	---	700	---	315	---	---	---	---	---	
EDUCATION AND HUMAN RESOURCES														
9310165	211 (D) UNIV OF MASS (INNOVATIVE NFE)													
G	74 79	954	954	104	---	104	---	---	---	---	---	---	---	206
9310569	APPLICATION OF RADIO TO TEACHING EL MATH													
G	73 79	2802	2802	159	---	159	---	---	---	---	---	---	---	205
9311017	EXTENSION OF RURAL PRIMARY SCHOOLS													
G	79 85	3800	4600	575	500	700	500	700	800	850	748	---	---	203
9311018	MASS MEDIA/HEALTH PRACTICES													
G	78 84	2010	2424	111	40	151	525	525	400	150	---	---	---	202
9311054	STRUCTURING NFE RESOURCES													

05/15/81

AID PROGRAM IN FY 1983  
ANNUAL BUDGET SUBMISSION  
TABLE IV - PROJECT BUDGET DATA

05/15/81

041 - OFC. OF EDUCATION

BUREAU FOR DEVELOPMENT SUPPORT

PROJECT NUMBER AND TITLE	ESTIMATED U.S. DOLLAR COST (\$000)													FUT YR OBLIG	ITEM NO
	OBLIG DATE	TOTAL COST AUTH	PIPE- LINE	FY 80	FY 1981	FY 1982	FY 83	FY 84	FY 85	FY 86	FY 87	FY 88			
G 79 86	5300	7700	1208	1000	1550	680	1000	1250	1350	800	303	---	---	201	
9311109	COMMUNITY TECH STUDIES AND APPLICATIONS														
G 77 86	5397	4894	490	---	490	350	350	400	200	250	300	---	---	200	
9311231	DEVELOPMENT COMMUNICATIONS CLEARINGHOUSE														
G 80 86	1260	2083	478	260	400	200	350	150	300	300	150	---	---	199	
9311233	IMPROVING TEACHER EFFECTIVENESS														
G 82 85	---	1400	---	---	---	300	150	300	300	500	---	---	---	198	
9311241	NFE AND UNEMPLOYED YOUTH														
G 82 84	---	900	---	---	---	300	150	300	300	---	---	---	---	197	
9311242	LITERACY-ORIENTED FUNCTIONAL EDUCATION														
G 79 82	416	491	242	---	140	75	177	---	---	---	---	---	---	196	
9311250	DEV AND UTILIZATION OF NFE NETWORK														
G 79 80	1047	1047	732	---	332	---	400	---	---	---	---	---	---	195	
9365807	RADIO ASSISTED COMMUNITY BASIC EDUCATION														
G 81 86	4268	4268	---	450	200	570	450	850	850	1200	348	---	---	194	
9365811	RURAL SATELLITE PROGRAM														
G 79 85	22000	22000	2903	2500	2500	2000	2000	1850	2000	1500	1500	1500	5160	193	
9365818	TEACHING SCIENCE BY RADIO														
G 83 87	---	3200	---	---	---	---	---	300	300	900	900	800	---	192	

05/15/81

AID PROGRAM IN FY 1983  
ANNUAL BUDGET SUBMISSION  
TABLE IV - PROJECT BUDGET DATA

05/15/81

041 - OFC. OF EDUCATION

BUREAU FOR DEVELOPMENT SUPPORT

PROJECT NUMBER AND TITLE OBLIG G DATE L INIT FIN	TOTAL COST AUTH	COST PLAN	ESTIMATED U.S. DOLLAR COST (\$000)										FUT YR OBLIG	ITEM NO
			FY 80 PIPE- LINE	---FY 1981---		---FY 1982---		FY 83 AAPL	FY 84 OBLIG	FY 85 OBLIG	FY 86 OBLIG	FY 87 OBLIG		
APPROPRIATION TOTAL	49754	58763	7002	4750	6726	5500	6252	6600	6600	6198	3501	2300	5160	
OFFICE TOTAL	50944	59953	8107	4750	7516	5500	6567	6600	6600	6198	3501	2300	5160	

TABLE V - FY 1983 PROPOSED PROGRAM RANKING  
05/18/81

05/18/81

OFFICE 041 DS/ED

RANK	DECISION PACKAGES/PROGRAM ACTIVITY	TERM/ NEW/ CONT	LOAN/ GRANT	APPROP ACCT.	PROGRAM FUNDING (\$000)		W O R K F O R C E		ITEM
					INCR	CUM	USDH INCR CUM	FNDH INCR CUM	
DECISION PACKAGE - MINIMUM									
1	9361493 DS/ED-STAFF REQUIRED TO OPERATE OFFICE		G				162	162	2987
2	9311017 EXTENSION OF RURAL PRIMARY SCHOOLS	C	G	EH	800	800		162	2989
3	9365807 RADIO-ASISTED COMMUNITY BASIC EDUCATION	C	G	EH	850	1650		162	2990
4	9311109 COMM TECH: STUDIES + APPLICATIONS	C	G	EH	200	1850		162	2991
5	9311054 STRUCTURING NFE RESOURCES	C	G	EH	1000	2850		162	2993
6	9311018 MASS MEDIA/HEALTH PRACTICES	C	G	EH	400	3250		162	2994
7	9365811 RURAL SATELLITE PROGRAM	C	G	EH	1600	4850	12	174	2992
8	9311231 DEVELOPMENT COMMUNICATIONS CLEARINGHOUSE	C	G	EH	150	5000		174	2997
DECISION PACKAGE - CURRENT (30)									
9	9311241 NFE AND UNEMPLOYED YOUTH	C	G	EH	300	5300		174	3019
10	9365818 TEACHING SCIENCE BY RADIO	N	G	EH	300	5600	12	186	3026
11	9311233 IMPROVING TEACHER EFFECTIVENESS	C	G	EH	300	5900		186	3031
DECISION PACKAGE - PROPOSED (50)									
12	9365811 * RURAL SATELLITE PROGRAM	C	G	EH	250	6150		186	3024
13	9311054 * STRUCTURING NFE RESOURCES	C	G	EH	250	6400		186	3023
14	9311109 * COMM TECH: STUDIES + APPLICATIONS	C	G	EH	200	6600		186	3022

ITEMS RETRIEVED 14

PROGRAM: CENTRALLY FUNDED

ACTIVITY DATA SHEET

PROJECT MANAGER: R. San Giovanni

TITLE Extension of Rural Primary Schools		FUNDS Education & Human Resources	PROPOSED OBLIGATION (In thousands of dollars)		LIFE OF PROJECT	4,600
NUMBER 931-1017 GRANT <input checked="" type="checkbox"/> LOAN <input type="checkbox"/>		NEW <input type="checkbox"/> CONTINUING <input checked="" type="checkbox"/>	PRIOR REFERENCE FY 81 Annex V, Centrally Funded, p. 155	FY 83 800	INITIAL OBLIGATION FY	79
				ESTIMATED FINAL OBLIGATION FY	85	ESTIMATED COMPLETION DATE OF PROJECT FY 85

**Purpose:** To demonstrate that radio is a cost effective method for teaching basic language skills.

**Background and Progress to Date:** The project uses the successful Radio/Mathematics Project (0569) methodology to develop lessons to teach the native languages in Grades 1-3 in pilot schools in Kenya. Technical advisors are working and Stanford University and the Center for Applied Linguistics have negotiated subcontracts to provide a psycholinguistic survey and detailed implementation planning. The psycholinguistic survey has been completed.

**Host Country and Other Donors:** The project is housed in the Media Division of the Kenya Institute of Education. A new building is being built with World Bank funds. The Government of Kenya is providing transmission time (30 minutes per weekday while school is in session, throughout the life of the project), four full-time staff members and twenty part-time field evaluator/observers, office space, office maintenance service and utilities, and radio production facilities. GOK will waive tax and import fees for expatriate personnel and project commodities.

**Beneficiaries:** Initially, the beneficiaries are the rural school children in the pilot schools in Kenya. Upon project completion additional school children in Kenya and in other countries are expected to benefit.

**FY 1983 Program:** Continue project activities: salaries, purchase of supplies consultant fees and travel, in-country training activities, field evaluation, and reproduction and distribution of materials for grade levels one and two.

Major Outputs:

- A system for teaching reading by radio, consisting of 450 thirty minute radio program tapes, teacher manuals, and printed student materials 1
- Four trained Kenyan radio instruction system designers (in service training) 4
- A dissemination system for Kenya (A document) 1
- Prototype materials to assist other LDCs to adapt the system. (A manual, script, sample tapes, annotated student materials) 1

A.I.D. Financed Inputs:

	<b>FY 83</b>
Technical Assistance - long term (48 person months) (Salaries plus travel, per diem Consultant Evaluation (3 person months) Training (1.5 person months) Other, as required (6.5 person months)	500
Commodities	200
Other Costs	100
<b>TOTAL</b>	<b>800</b>

U.S. FINANCING (In thousands of dollars)				Funding Period	Principal Contractors or Agencies
	Obligations	Expenditures	Unliquidated		
Through September 30, 1980	1,202	627	575		Academy for Educational Development Center for Applied Linguistics Stanford University
Estimated Fiscal Year 1981	500	700		10/80-9/81	
Estimated through September 30, 1981	1,702	1,327	375		
Proposed FY 1982	500	700		10/81-9/82	
Estimated through Fiscal Year 1982	2,202	2,027	175		
Proposed FY 83	800	Future Year Obligations	Estimated Total Cost	10/82-9/83	
		1,598	4,600		

TITLE Mass Media and Health Practices		FUNDS Education and Human Resources	PROPOSED OBLIGATION (In thousands of dollars)		
NUMBER 931-1018		PRIOR REFERENCE Advice of Change submitted	FY 83 400	LIFE OF PROJECT	3,524
GRANT <input checked="" type="checkbox"/> LOAN <input type="checkbox"/>	NEW <input type="checkbox"/> CONTINUING <input checked="" type="checkbox"/>	12/02/80	INITIAL OBLIGATION FY 78	ESTIMATED FINAL OBLIGATION FY 84	ESTIMATED COMPLETION DATE OF PROJECT FY 84

Purpose: To develop and demonstrate more effective means for using mass media in support of desired changes in health practices in rural areas of developing countries.

Background and Progress to Date: This project is developing a system for teaching mothers to deal with the treatment and prevention of infant diarrhea, which is often fatal to young children in rural LDCs. The system makes intensive use of radio plus print and field personnel with communications content derived from medical, anthropological, and psychological interaction with the involved rural communities. Honduras has been selected as primary pilot project site and project implementation is underway there. A major evaluation focusing on behavioral and health status outcomes has been designed. The project's second site in The Gambia will be operational by the close of FY 81. Significant outputs are already beginning to occur in Honduras: Due to the project, the indicated treatment for dehydration at the major hospitals has changed from intravenous rehydration to oral rehydration; the formula for the most prescribed medicine for diarrhea has been changed to exclude a potentially harmful antibiotic; the standard worldwide UNESCO packet for oral rehydration salts has been redesigned to be more suitable for use among rural women; the behavioral determinants of parental administration of oral rehydration have been clarified and instructional materials reflecting these advances are in production. In addition, the mission and GOH are applying the project's materials and educational methodology to a major national educational effort associated with water and basic sanitation and general health education, both under an A.I.D. health sector loan and a Water and Sanitation Project. The result will leave a well-founded indigenous capacity to conduct health education in rural areas. This activity was originally part of Educational Technology, (Project No. 931-E014).

Host County and Other Donors:  
In kind support.

Beneficiaries: Infants and small children along with their parents and siblings in one region of each of two LDCs; in each site, a population of about 300,000 will be covered. The spread effects should benefit much larger populations.

FY 1983 Program: Completion of the pilot program in the field and its evaluation will be funded. The evaluation will be conducted among populations of over 300,000 and represents the first time the process and impact of a community-wide preventive education effort has been documented in the oral rehydration/diarrhea area. There is high interest among WHO, PAHO, and other donor agencies in the results of this project, with a likelihood of multiple spin-off effects on the design of other projects as well as replications elsewhere. In FY 84 presentation and diffusion of project results will be the major project activity.

Major Outputs:

Field R&D Projects and Evaluations	2
Videotape and information brochures	1
Regional Seminars	2
<u>A.I.D. Financed Inputs</u>	<u>FY 83</u>
Professional and technical personnel	208
Travel and transportation	45
Equipment and supplies	40
Indirect	30
Other	77
<b>TOTAL</b>	<b>400</b>

U.S. FINANCING (In thousands of dollars)				Funding Period	Principal Contractors or Agencies
	Obligations	Expenditures	Unliquidated		
Through September 30, 1980	2,403	1,283	1,126		Academy for Educational Development
Estimated Fiscal Year 1981	40	851		10/80-9/81	
Estimated through September 30, 1981	2,443	2,134	315		Stanford University
Proposed FY 1982	525	840		10/81-9/82	
Estimated through Fiscal Year 1982	2,974	2,974	0		
Proposed FY 83	400	Future Year Obligations	Estimated Total Cost	10/82-9/83	
		150	3,524		

TITLE Structuring NFE Resources			FUNDS Education and Human Resources		PROPOSED OBLIGATION (In thousands of dollars)		
NUMBER 931-1053			PRIOR REFERENCE FY 1981, Annex V, Centrally Funded, p. 156		FY 83	1,250	LIFE OF PROJECT 7,700
GRANT <input checked="" type="checkbox"/>	LOAN <input type="checkbox"/>	NEW <input type="checkbox"/>	CONTINUING <input checked="" type="checkbox"/>	INITIAL OBLIGATION FY	79	ESTIMATED FINAL OBLIGATION FY	86
				ESTIMATED COMPLETION DATE OF PROJECT		FY 86	

**Purpose:** To develop and test innovative organizational ways to identify, improve, and expand nonformal education (NFE) programs in LDCs.

**Background and Progress to Date:** This project consists of three inter-related components. The first component is a national "service agency" model for supporting NFE efforts in a country. Lesotho and Ecuador are receiving assistance under this component. In Lesotho, an inventory/mapping of NFE programs is underway, four workshops for Lesotho educators have been carried out, and a fund for community initiatives and NFE program expansion is scheduled to begin operation in 1981. In Ecuador, the Secretary of Integrated Rural Development within the Ministry of Agriculture is proceeding to establish the organizational jurisdiction and staffing for this project.

The second component tests a low-cost methodology for assessing and analyzing NFE programs on a nationwide basis. The work on such an assessment is now underway in the Cameroon. The third component will assist LDC project designers and managers in all development sectors use effectively appropriate NFE learning principles, methods, and administrative structure in their projects.

**Host Country and Other Donors:** The Government of Lesotho will continue its current level of subsidy to the Lesotho Distance Teaching Centre. Ecuador's rural training system will support its program of integrated rural development.

**Beneficiaries:** Rural communities and the agencies, projects and programs serving them. This project should assist an estimated 100 NFE programs and will leave in place at least two service agencies with host government support to continue and expand such assistance.

**MINIMUM (1,000)**

Specialist Assistance, 30 person months  
3 Issues Papers  
NFE Assistance Fund Established in Ecuador  
Two Service Agencies in Operation

**FY 1983 Program:** To continue in Lesotho with the inventory, staff training workshops, technical assistance to NFE programs and assistance fund operations, and to foster service agency development in Ecuador. NFE assessment and analysis processes will be carried out in Cameroon and at least one other country. Field support for incorporation of NFE approaches in project design, implementation and evaluation will be provided to USAIDs on request.

**Major Impact Countries & Approximate Amount:**

Lesotho	\$ 2,620
Ecuador	2,500
Cameroon	100
Fourth country	
Not yet identified	100

**Major Outputs:**

Nonformal education service agency established	2
Country Inventory/map of nonformal education	4
Nonformal education assistance funds established	2
NFE field support technical assistance contacts	100
Issues papers and reports prepared	12

**A.I.D. Financed Inputs:**

Personnel (300 person months)	800
Revolving Fund	450
<b>TOTAL</b>	<b>1,250</b>

**PROPOSED (250)**

Specialist Assistance, 20 person months  
2 Issues Papers  
3 Consultation Visits to Requesting USAIDs  
NFE Assistance Fund Augmented in Ecuador

U.S. FINANCING (In thousands of dollars)				Funding Period	Principal Contractors or Agencies
	Obligations	Expenditures	Unliquidated		
Through September 30, 1980	2,317	1,109	1,208		Lesotho Distance Teaching Center Ministry of Agriculture, Ecuador Creative Associates
Estimated Fiscal Year 1981	1,000	1,550		10/80-9/81	
Estimated through September 30, 1981	3,317	2,659	658		
Proposed FY 1982	680	1,000		10/81-9/82	
Estimated through Fiscal Year 1982	3,997	3,659	338		
Proposed FY 83	1,250	Future Year Obligations	Estimated Total Cost	10/82-9/83	
		2,453	7,700		

TITLE Communication Studies and Applications		FUNDS Education and Human Resources	PROPOSED OBLIGATION (In thousands of dollars)		
NUMBER 931-1109		PRIOR REFERENCE Advice of Change, 03/19/80	FY 83 400	LIFE OF PROJECT	4,894
GRANT <input checked="" type="checkbox"/> LOAN <input type="checkbox"/>	NEW <input type="checkbox"/> CONTINUING <input checked="" type="checkbox"/>		INITIAL OBLIGATION FY 77 77	ESTIMATED FINAL OBLIGATION FY 86	ESTIMATED COMPLETION DATE OF PROJECT FY 87

**Purpose:** To assist in the effective adaptation of existing knowledge and experience to projects that make use of communication methods and technologies in development.

**Background and Progress to Date:** This project was originally a component of Educational Technology (Proj. No. 931-E014). Contracts were signed Sept. 77; amendments in May '79 authorized continuation through FY '83. This field support project has completed the following activities:

(1) Policy studies and Mission guides on the use of communications in A.I.D. development sectors; (2) a comprehensive survey of U.S. graduate training in communications; (3) Faculty workshop of U.S. graduate institutions; (4) 5 short courses at Stanford, Cornell, the University of the West Indies, and Indonesia; (5) 5 films or videotapes of prototype projects; (6) organization and participation in 12 seminars at mission request in Jamaica, Niger, Yemen, Tunisia, Nigeria, Senegal, Gambia, Ivory Coast, Botswana and The Sahel; (7) major planning feasibility studies or technical assistance in Indonesia, Liberia, Lesotho, Sudan, Jamaica, Peru, Guyana, Yemen, and Zimbabwe; (8) a major communication effort using radio to provide daily agricultural information to farmers and their families has been added to a USAID integrated rural development project in Jamaica; and (9) a two-way radio component has been added to a USAID primary health care program in Guyana to support remote health workers. Planning studies and seminars have thus far led to Mission/Regional Bureau's funded projects in Indonesia, Sudan, Peru, Liberia, Lesotho, Senegal, and Guyana.

**Host Country and Other Donor:** N/A.

**Beneficiaries:** The rural people who are reached by development programs which rely upon the use of communications. For example, the Jamaica agricultural information project reaches 5,000 farm families, or 25,000 people, as primary beneficiaries, and several hundred thousand as secondary beneficiaries. In Guyana, the two-way radio project operates within a health system affecting 26,500 rural people. The Liberian and Indonesian projects planned by this program have national impact. The communications seminars/workshops typically reach key decision makers or technicians working in major host country government outreach programs such as the Ministry of Health or Agriculture.

**FY 1983 Program:** Assistance will continue to missions in developing projects which use communications to reach rural people. Without funding, the available resources will be exhausted by the beginning of FY 83. Funding the minimum level will allow five planning studies or seminars to take place during FY 83. This is the minimum capacity required to meet the most pressing requests from USAID missions. The proposed level will fund two field applications, such as the present Jamaica and Guyana grants. The proposed funding (for applications) allows remarkable impact per dollar spent since each application builds on a mission activity and represents an innovative use of development communications in a field setting.

**Major Outputs:**

Studies on A.I.D.'s use of communications	12
U.S. and LDC Training Activities; Workshops	7
Design Teams & Seminars in LDCs	30
Information Materials (films/videotapes)	5
Field projects using communications (supported by this project)	7

**A.I.D. Financed Inputs:**

	FY 83
Field project grants:	
Personnel (24 person months)	150
Other Costs (travel, commodities)	50
Field support planning teams:	
Personnel (24 person months)	150
Other Costs (travel, etc.)	50
<b>TOTAL</b>	<b>400</b>

	Minimum (\$200)	Proposed (\$200)
Studies	5	0
Field applications	0	2

U.S. FINANCING (In thousands of dollars)				Funding Period	Principal Contractors or Agencies
	Obligations	Expenditures	Unliquidated		
Through September 30, 1980	3,394	2,904	490		Academy for Educational Development Stanford University NASA
Estimated Fiscal Year 1981	0	490		10/77-9/81	
Estimated through September 30, 1981	3,394	3,394	0		
Proposed FY 1982	350	350		10/81-4/82	
Estimated through Fiscal Year 1982	3,744	3,744	0		
Proposed FY 83	400	Future Year Obligations	Estimated Total Cost	10/82-9/83	
		750	4,894		

TITLE Development Communications Clearinghouse		EDS Education and Human Resources		PROPOSED OBLIGATION (In thousands of dollars)		LIFE OF PROJECT	
NUMBER 931-1031		NEW <input type="checkbox"/>		FY 83 150		2,083	
GRANT <input checked="" type="checkbox"/> LOAN <input type="checkbox"/>		CONTINUING <input checked="" type="checkbox"/>		PRIOR REFERENCE FY 1981 Annex V, Centrally Funded, p. 157		ESTIMATED FINAL OBLIGATION OF PROJECT 86	
				INITIAL OBLIGATION FY 80		ESTIMATED COMPLETION DATE OF PROJECT 86	

Purpose: To provide LDC planners and practitioners information on the appropriate uses of educational communications applications for development projects.

Background and Progress to Date: The Academy for Educational Development, through a contract, has operated a clearinghouse on development communications since 1980 to produce, collect, and distribute materials to A.I.D. and LDC planners and practitioners. A reference library of over 14,000 books, journals, documents, films and other audio-visual aids is maintained; a quarterly newsletter, Development Communications Report, is published in 6,000 copies and distributed worldwide; Project Profiles, a series of comparative descriptions of projects using communications technologies is provided (72 to date). The project profiles are translated into Spanish, French and Arabic. Occasional state-of-the-art papers are written and distributed; individualized responses are prepared to requests for information; and special communications materials are prepared and presented in A.I.D. and LDC workshops.

Host Country and Other Donors: N/A

Beneficiaries: LDC project planners are the direct beneficiaries of this technical assistance. Indirect beneficiaries are the poor farmers, families, and children who will have increased access to knowledge and programs designed for them.

FY 1983 Program: Contract funding to continue providing professional staff services in: (1) writing, collecting, publishing, and distributing information on LDC uses of development communications; (2) conducting two field workshops in LDCs; and (3) performing evaluation studies to improve the relevance of the information service.

#### Major Outputs:

Quarterly issues, <u>Development Communications Report</u>	26
<u>Project Profiles</u> produced	40
State-of-Art reports	30
In-Service training workshops	15
Individual reference responses	35,000
Operation of reference center	1

<u>A.I.D. Financed Inputs:</u>	<u>FY 83</u>
Personnel (95 person months)	100
Printing, translations, distribution	50
TOTAL	150

U.S. FINANCING (In thousands of dollars)				Funding Period	Principal Contractors or Agencies
	Obligations	Expenditures	Unliquidated		
Through September 30, 1980	723	245	478	10/80-9/81	Academy for Educational Development
Estimated Fiscal Year 1981	260	490			
Estimated through September 30, 1981	983	645	338	10/81-9/82	
Proposed FY 1982	200	350			
Estimated through Fiscal Year 1982	1,183	995	188	10/82-9/83	
Proposed FY 83	150				
		<b>Future Year Obligations</b>	<b>Estimated Total Cost</b>		
		750	2,083		

TITLE Improving Teacher Effectiveness			FUNDS Education and Human Resources		PROPOSED OBLIGATION (In thousands of dollars)		LIFE OF PROJECT	
NUMBER 931-1233			PRIOR REFERENCE FY 1982 Annex V, Centrally Funded, p. 88		FY 83 300		4.00	
GRANT <input checked="" type="checkbox"/> LOAN <input type="checkbox"/> CONTINUING <input checked="" type="checkbox"/>					INITIAL OBLIGATION FY 82		ESTIMATED FINAL OBLIGATION FY 85	
							ESTIMATED COMPLETION DATE OF PROJECT FY 86	

**Purpose:** To improve the quality of primary teacher training programs in LDCs.

**Background and Progress to Date:** To provide a higher quality basic education to more children of primary school age, steps have to be taken to achieve greater efficiency in the use of the single most expensive element in schooling: the teacher. Among the options is improved training of teachers, both before they begin their active service and also during the course of their professional careers. The trend in teacher education is a greater emphasis on the latter, on in-service training. The field of teacher training is in a state of flux, with programs of a wide variety being attempted all around the world. Designers of new teacher training programs are therefore in some cases retracing steps taken by others and implementers are making the same mistakes, or ones similar to those committed earlier by program developers elsewhere. Experience gained from these many activities is not being systematically collected and sifted and the results shared.

This project will conduct a feasibility study in FY 1982 which examines current and proposed practices aimed at improving teacher effectiveness. The study will identify LDC sites where it is possible to demonstrate a holistic approach, in which teacher training is an integral part of the complex of factors that relate to teacher effectiveness--curriculum reform, improved administrative and supervisory support, effective instructional materials development and distribution, community involvement in general development efforts and an integrated teacher training program that includes both in-service and preservice.

The indications are that significant, cost-effective sustained improvement in teaching occurs as the result of an in-depth effort involving all aspects of a given school, over a period of several years. This project will demonstrate this principle through the development of a model system, and will provide costing data, learner achievement data, and procedural information which will give decision-makers sufficient information to make rational decisions about investments in education.

The last year of the project will provide dissemination and information activities to other LDCs.

**Host Country and Other Donors:** The country will be selected on the basis of the extent to which it is already committed to a significant long-range effort to improve primary education. It is assumed that funding for major elements of the reform will be forthcoming from sources other than AID. (The World Bank and UNDP, for example, are funding major curriculum, materials, teacher training, and school construction activities.)

**Beneficiaries:** Teachers, children, school officials and teacher trainers of the pilot site locale (approximately 10,000). Indirect - LDC decision-makers who are responsible for education systems, in the host country and in other LDC's.

**FY 1983 Program:** The contractor will develop a detailed implementation plan with the host country, equip training and production facilities, train 10 local staff, and obtain additional production facilities for dissemination.

#### Major Outputs:

Feasibility Study	1
Model System for improving teaching	1
Dissemination and Information Activities	n/a

#### A.I.D. Financed Inputs:

	FY 1983
Participant training	50
Salaries	100
Consultants	30
Travel	25
Supplies, Equipment, Overhead	95
TOTAL	300

U.S. FINANCING (In thousands of dollars)				Funding Period	Principal Contractors or Agencies
	Obligations	Expenditures	Unliquidated		
Through September 30, 1980					to be selected
Estimated Fiscal Year 1981					
Estimated through September 30, 1981					
Proposed FY 1982	300	150		10/81 - 9/82	
Estimated through Fiscal Year 1982	300	150	150		
Proposed FY 83	300	Future Year Obligations	Estimated Total Cost	10/82 - 9/83	
		800	1,400		

TITLE NFE and Unemployed Youth		FUNDS Education and Human Resources		PROPOSED OBLIGATION (In thousands of dollars) FY 83 300		LIFE OF PROJECT 900
NUMBER 931-1241	NEW <input type="checkbox"/>	PRIOR REFERENCE FY 82 Annex V, Centrally Funded, p. 89		INITIAL OBLIGATION FY 82	ESTIMATED FINAL OBLIGATION FY 84	ESTIMATED COMPLETION DATE OF PROJECT FY 85
GRANT <input checked="" type="checkbox"/>	LOAN <input type="checkbox"/>	CONTINUING <input checked="" type="checkbox"/>				

Purpose: To assist less developed countries (LDCs) to implement community-based approaches for preparing unemployed youth with skills for employment.

Background and Progress to Date: The project will pull together the lessons learned from the considerable past experience of cooperative associations, private voluntary organizations and public extension programs in providing skills and training to adults in order to develop a prototype training project. This project will be one component of a program aimed at creating jobs for youth 15-25 years of age, many of whom have dropped out of school during the primary or lower secondary grades. In particular, the project will design, test and evaluate training methods and materials for small business development, management, organization of production cooperatives, and creation of marketing strategies. These will be incorporated in programs aimed at initiating and supporting small businesses and cooperatives for unemployed youth. Appropriate small business enterprises would be those involved with: producing and marketing such agriculture-related products as canned goods, jams, jellies, eggs, leather, pork, and fresh produce; indigenous craft products such as furniture, baskets and home wares; and service-related businesses such as small engine repair, tailoring and shopkeeping. The material will be developed and tested with organizations working in local communities in two LDCs, one in Latin America or the Caribbean, the other in Africa. Since this project will be a component of a larger employment generation effort, country site selection will partially depend on the complementarity of this project with other host government employment strategies and projects.

In its last phase the project will assemble a package of training materials and methods usable in non-formal education programs for youth. This package will include conceptual information on the educational approach and guidelines for its use. The project will conclude with two regional workshops conducted by the staff and youth involved in the training. The workshops will provide a forum for discussing project results, evaluating the project's most effective elements and disseminating the knowledge and materials gained for use in other settings. The project is expected to train approximately 900 youth and will give particular attention to the training and employment needs of out-of-school women.

Host Country and Other Donors: The host countries have not yet been identified.

Beneficiaries: Approximately 900 out-of-school youth will be directly affected. Indirectly, subsequent implementation of programs and use of methods and materials developed will benefit many times this number.

FY 1983 Program: An examination and assessment of out-of-school youth needs and effective examples of community-based, occupational training will be completed. Promising approaches for education in managerial/entrepreneurial skills for employment in small-scale enterprises will be selected and adapted for site specific testing. Two LDCs will be selected for implementing and evaluating methods and materials. One of these LDCs will have initiated the training component.

Major Outputs:

Studies on state of the art in programs for educating out-of-school youth.	3
Training package for out-of-school youth on managerial/entrepreneurial skills and employment.	1
An information manual on youth community-based-occupational training for out-of-school youth.	1
Dissemination workshops with LDC planners, educators, and funding agencies to present and discuss results.	2

A.I.D. Financed Inputs:

	<u>FY 83</u>
Personnel (50 person months)	210
Transportation	60
Equipment and Supplies	30
TOTAL	300

U.S. FINANCING (In thousands of dollars)				Funding Period	Principal Contractors or Agencies
	Obligations	Expenditures	Unliquidated		
Through September 30, 1980	0				To be selected.
Estimated Fiscal Year 1981	0				
Estimated through September 30, 1981	0				
Proposed FY 1982	300	150		10/81 - 9/82	
Estimated through Fiscal Year 1982	300	150	150		
Proposed FY 83	300	Future Year Obligations	Estimated Total Cost	10/82 - 9/83	
		300	900		

PROGRAM: CENTRALLY FUNDED

## ACTIVITY DATA SHEET

PROJECT MANAGER: Donald Foster-Gross

TITLE Radio-Assisted Community Basic Education		FUNDS Education & Human Resources	PROPOSED OBLIGATION (In thousands of dollars)		
			FY 83 850	LIFE OF PROJECT	4,268
NUMBER 936-5807	NEW <input type="checkbox"/>	PRIOR REFERENCE	INITIAL OBLIGATION FY 81	ESTIMATED FINAL OBLIGATION FY 86	ESTIMATED COMPLETION DATE OF PROJECT FY 86
GRANT <input checked="" type="checkbox"/> LOAN <input type="checkbox"/>	CONTINUING <input checked="" type="checkbox"/>	Centrally Funded, p. 160			

**Purpose:** To show how radio can be used to provide access to basic education without the availability of the traditional school system.

**Background and Progress to Date:** This project is in response to the fact that there are approximately 200 million school-age children with no access to schools, who are potential beneficiaries worldwide (UNESCO, 1978). Many developing countries cannot afford to expand the traditional school system because of the expense involved in constructing school buildings and hiring qualified teachers. Thus many children never have the opportunity to receive an education. Using the experience of a recent A.I.D. - funded project in Nicaragua, and a follow-on radio project just beginning in Kenya, this project will demonstrate in the Dominican Republic how radio can be used to effectively educate those children who do not have access to schools. In the Nicaragua Radio Math project over 10,000 students markedly improved their basic mathematical skills because of the project. Similar results are hoped for with the Kenya radio (language arts) project. The Radio-Assisted Community Basic Education Project will develop and test methods for using paraprofessionals in combination with direct radio broadcasts to teach math, reading writing and applied science to out-of-school primary children. Children who complete the program are expected to earn grade equivalency certificates. Learning groups will meet in any appropriate building. Accredited teachers will serve as supervisors, assisting the paraprofessionals; the first grade program for the Dominican Republic will be developed and tested in FY 1982. Beginning in FY 1983 up to three additional developing countries will be assisted to adapt and implement the program.

**Host Country and Other Donors:** Host country counterparts will participate in all phases of the project. The Government of the Dominican Republic will pay Dominican counterpart salaries and project operating costs.

**Beneficiaries:** Nine thousand children in the Southwest Region of the Dominican Republic will have access to basic education as pilot project participants. The project will reach the poorest rural areas where families traditionally cannot afford to send their children to schools in at least three other LDCs that elect to use model.

**FY 1983 Program:** During this year the contractor will develop and test the Grade 2 radio programs, expand access to two provinces of SW Dominican Republic, and build a radio transmitter if the feasibility study has determined that it is essential.

**Major Outputs:**

Functioning model in the Dominican Republic	1
Information Dissemination activities	n/a
Technical Assistance to Other LDCs	3

**A.I.D. Financed Inputs:**

	FY 1983
Technical Assistance (30 person months)	250
Commodities	100
Training	100
Other Costs	400
<b>TOTAL</b>	<b>850</b>

U.S. FINANCING (In thousands of dollars)				Funding Period	Principal Contractors or Agencies
	Obligations	Expenditures	Unliquidated		
through September 30, 1980	-	-	-		to be selected
Estimated Fiscal Year 1981	450	200		10/80 - 9/81	
Estimated through September 30, 1981	450	200	250		
Proposed FY 1982	570	450		10/81 - 9/82	
Estimated through Fiscal Year 1982	1,020	650	370		
Proposed FY 83	850	Future Year Obligations	Estimated Total Cost	10/82 - 9/83	
		2,398	4,268		

TITLE Rural Satellite Program		FUNDS Education and Human Resources		PROPOSED OBLIGATION (In thousands of dollars) FY 83 1,850		LIFE OF PROJECT 22,000	
NUMBER 936-5811	NEW <input type="checkbox"/>	PRIOR REFERENCE FY 1981 Annex V, Centrally Funded, P. 161		INITIAL OBLIGATION FY 79	ESTIMATED FINAL OBLIGATION FY 85	ESTIMATED COMPLETION DATE OF PROJECT FY 86	
GRANT <input checked="" type="checkbox"/>	LOAN <input type="checkbox"/>	CONTINUING <input checked="" type="checkbox"/>					

**PURPOSE:** To develop and test the cost effectiveness of satellite communications in rural development.

**BACKGROUND AND PROGRESS TO DATE:** In August, 1979, AID initiated a 6-year core program to use new satellite communications capabilities to provide communications for rural areas, and to test the cost-effectiveness of such communications in a variety of rural development sectors. Existing satellite systems, such as INTELSAT and Indonesia's PALAPA satellite will be used, in conjunction with small ground installations suitable for rural use. AID will fund five pilot projects lasting up to two years, as well as demonstrations and programs of worldwide applicability--information networking, policy analysis, and hardware R&D. Projects emphasize use of radio and rural telephony, to improve rural administration and to increase access to development information. Technical assistance is given to rural users.

Peru, where this project is assisting an effort funded primarily by the LAC Bureau, will be using satellite communications to aid integrated rural development in the eastern Andes. Procurement contracts for Peru are about to be signed, with training and field evaluation to start June, 1981. Detailed design for a Philippines project is essentially complete; it will serve integrated rural development programs on Palawan. A proposed Indonesian program would serve agricultural education and teacher training; studies are underway. In Senegal, further work is in abeyance, awaiting Congressional approval, following an agreement signed by the (U.S.) President's Science Advisor and the Government of Senegal.

Hardware R&D aimed at lowering costs is underway at a Federal facility and designs for both management systems and low cost hardware have been developed. Substantial progress on design of low-cost earth stations has been made. A contract for Applications and Hardware Management is operative; a contract for Evaluation is to be awarded in June, 1981. The information service is now operative; first newsletter is to be issued in May, 1981.

**HOST COUNTRY AND OTHER DONORS:** N/A

**MINIMUM** (\$1,600)

**PROPOSED** (\$250)

Three pilot projects continue; design for fourth completed. Information network, policy analysis, evaluation activities continue.

A several month "demonstration" program will be carried out, with top priority to a University of West Indies request.

**BENEFICIARIES:** Direct beneficiaries will be rural people in pilot areas of 5 countries, plus those trained in the project. Proof of cost-effectiveness would cause operational projects to reach much larger numbers.

**FY 1983 PROGRAM:** Continued support of the activities noted above. Operational projects are expected to be well underway in the Philippines, Indonesia, and Senegal. The minimum funding level will permit planning for fourth pilot project to begin. The proposed level will permit a demonstration project, with top priority to University of West Indies.

**MAJOR OUTPUTS:**

Pilot projects	5
Demonstrations	2
Evaluation and utilization studies	14
Personnel trained in U.S. (person years)	
Long-Term	30
Short-Term	15
Information network and activities, reaching 3,000 professionals and policy makers	1
Hardware R&D studies	3
Software R&D studies and policy analyses	6

**A.I.D. Financed Inputs: FY 83**

Commodities	1,450
Evaluation	400
<b>TOTAL</b>	<b>1,850</b>

U.S. FINANCING (In thousands of dollars)				Funding Period	Principal Contractors or Agencies
	Obligations	Expenditures	Unliquidated		
Through September 30, 1980	3,990	1,087	2,903	10/80 - 9/81	Human Resources Management Institute of Telecommunications Science (Department of Commerce, N.T.I.A.) Academy for Educational Development Others to be determined
Estimated Fiscal Year 1981	2,500	2,500			
Estimated through September 30, 1981	6,490	3,587	2,903	10/81 - 9/82	
Proposed FY 1982	2,000	2,000			
Estimated through Fiscal Year 1982	8,490	5,387	2,903	10/82 - 9/83	
Proposed FY 83	1,850				
		<b>Future Year Obligations</b>	<b>Estimated Total Cost</b>		
		11,660	22,000		

PROGRAM: CENTRALLY FUNDED

## ACTIVITY DATA SHEET

PROJECT MANAGER: Donald Foster-Gross

TITLE Teaching Science by Radio			FUNDS Education and Human Resources	PROPOSED OBLIGATION (In thousands of dollars)		
NUMBER 936-5818			PRIOR REFERENCE FY 1982, Annex V, Centrally Funded, p. 90	FY 83 300	LIFE OF PROJECT 3,200	
GRANT <input checked="" type="checkbox"/>	LOAN <input type="checkbox"/>	NEW <input checked="" type="checkbox"/> CONTINUING <input type="checkbox"/>		INITIAL OBLIGATION FY 83	ESTIMATED FINAL OBLIGATION FY 87	ESTIMATED COMPLETION DATE OF PROJECT FY 87

**Purpose:** To demonstrate that radio is a cost-effective method for teaching science.

**Background:** DS/ED R&D program on instructional radio is predicated on a long-range strategy to develop model systems for expanding access to and improving the quality of basic education. The component parts are first, for use in connection with formal school settings, a radio math series, a radio language arts series and a radio science series, and second, for use in communities where large numbers of children have limited or no access to a formal school, a Community Basic Education program, that includes literacy, numeracy and life skills, (applied science and social science). The radio math series has been developed and is being disseminated successfully. The radio language arts project started in Kenya (FY 1980), and the Community Basic Education project begins in FY 1981. The science series will complete the package. This series will be useful for both in-school and out-of-school listeners, and will be aimed at upper elementary level content, and the focus will be on applications of basic scientific principles to improve the quality of life.

**Host Country and Other Donors:** The host country will collaborate by providing broadcasting facilities, staff, radio time and other logistics support.

**FY 1983 Program:** To select sites and begin implementation of the project which involves training key LDC personnel, orienting classroom teachers setting up procedures, conducting baseline studies, developing overall content goals, specific objectives and instructional strategies; identifying and collecting local resource materials, and securing production and transmission facilities.

**Major Outputs:**

System for teaching science by radio	1
Methodologies for producing radio lessons based upon learner feedback--a manual	1
Study of major variables affecting learning through radio.	1
Instructional capabilities for continuing or expanding the project--in-service training.	n/a

**A.I.D. Financed Inputs:**

	FY1983
Technical Personal (40 person months)	200
Supplies, Equipment, Travel	100
<b>TOTAL</b>	<b>300</b>

U.S. FINANCING (in thousands of dollars)				Funding Period	Principal Contractors or Agencies
	Obligations	Expenditures	Unliquidated		
Through September 30, 1980	-	-	-		To be determined.
Estimated Fiscal Year 1981	-	-	-		
Estimated through September 30, 1981	-	-	-		
Proposed FY 1982	-	-	-		
Estimated through Fiscal Year 1982	-	-	-		
Proposed FY 83	300	Future Year Obligations	Estimated Total Cost	10/82 - 9/83	
		2,900	3,200		

CONTRACT/GRANT

Field Support (F.S.)  
(S000)

Project	FY 81			FY 82			FY 83									
	Total Cost	F.S. \$	F.S. p/m	Total Cost	F.S. \$	F.S. p/m	Minimum			Current			Proposed			
							Total Cost	F.S. \$	F.S. p/m	Total Cost	F.S. \$	F.S. p/m	Total Cost	F.S. \$	F.S. p/m	
<u>PRIMARY EDUCATION</u>																
1017 Rural Primary Schools	500	425	48	500	425	48	800	700	48	800	700	48	800	700	48	
5807 Radio Comm. Basic Educ.	450	200	20	510	200	20	850	400	40	850	400	40	850	400	40	
1233 Impr. Teacher Effectiveness	-	-	-	300	100	10	-	-	-	300	100	10	300	100	10	
5818 Radio Science	-	-	-	-	-	-	-	-	-	300	100	10	300	100	10	
<u>NONFORMAL EDUCATION</u>																
1054 Structuring NFE Resources	1,000	200	20	680	200	20	1,000	300	30	1,000	300	30	1,250	100	10	
1241 NFE & Unemployed Youth	-	-	-	300	50	20	-	-	-	300	50	20	300	50	20	
1242 Literacy Oriented Funct. Educ.	-	-	-	75	20	3	-	-	-	-	-	-	-	-	-	
1031 LDC Institutional Involv.	50	50	10	-	-	-	-	-	-	-	-	-	-	-	-	
<u>DEVELOPMENT COMMUNICATIONS</u>																
1231 Dev. Comm. Clearinghouse	260	200	50	200	150	45	150	125	36	150	125	36	150	125	36	
1018 Mass Media/Health Practices	40	0	0	525	0	0	400	0	0	-	-	-	-	-	-	
1109 Comm. Tech: Studies & Applic.	0	-	-	350	350	20	200	200	12	-	-	-	400	200	12	
5811 Rural Satellite	2,500	500	60	2,000	1,500	100	1,500	1,200	75	1,600	1,200	75	1,850	1,450	85	
TOTAL			208			286			241			269			271	

COUNTRY ACTIVITY REPORT  
BY GEOGRAPHIC AREA - FY 81 THRU 83

05/18/83

EAST ASIA

COUNTRY: PHILIPPINES

PROJECT	TITLE	FY 1981					FY 1982					FY 1983				
		STA TUS	AMT (\$000)	STAF TDYS	#OF PTP	#OF PTP	STA TUS	AMT (\$000)	STAF TDYS	#OF PTP	#OF PTP	STA TUS	AMT (\$000)	STAF TDYS	#OF PTP	#OF PTP
	DS/ED															
EDUCATION FOR PRELITERATE ADULTS 931-1020.	A	20	0	1	0		0	0	0	0		0	0	0	0	
NONFORMAL EDUCATION NETWORK 931-1250.	A	5	0	1	1	A	5	0	1	0	A	20	0	1	0	
RURAL SATELLITE PROGRAM 936-5811.00	A	300	0	3	2	A	600	1	8	3	A	900	1	8	3	
COUNTRY TOTAL:		325	0	5	3		605	1	9	3		920	1	9	3	

COUNTRY: INDONESIA

PROJECT	TITLE	FY 1981					FY 1982					FY 1983				
		STA TUS	AMT (\$000)	STAF TDYS	#OF PTP	#OF PTP	STA TUS	AMT (\$000)	STAF TDYS	#OF PTP	#OF PTP	STA TUS	AMT (\$000)	STAF TDYS	#OF PTP	#OF PTP
	DS/ED															
DEVELOPMENT COMMUNICATIONS CLEARINGHOUSE 931-1231.	B	5	0	2	0		0	0	0	0		0	0	0	0	
RURAL SATELLITE PROGRAM 936-5811.00	B	100	0	4	0	B	300	1	8	3	B	700	1	8	3	
COUNTRY TOTAL:		105	0	6	0		300	1	8	3		700	1	8	3	
TOTAL FOR REGION:		430	0	11	3		905	2	17	6		1620	2	17	6	

A - ACTIVE - B - PENDING MISSION APPROVAL

COUNTRY ACTIVITY REPORT  
BY GEOGRAPHIC AREA - FY 81 THRU 83

05/18/81

LATIN AMERICA

COUNTRY: COLOMBIA

PROJECT	TITLE	FY 1981					FY 1982					FY 1983				
		STA TUS	AMT (\$000)	STAF	#OF TDYS	#OF PTP	STA TUS	AMT (\$000)	STAF	#OF TDYS	#OF PTP	STA TUS	AMT (\$000)	STAF	#OF TDYS	#OF PTP
	DS/ED															
NONFORMAL EDUCATION NETWORK 931-1250.		A	13	0	1	1	A	13	0	1	0	A	15	0	1	0
COUNTRY TOTAL:			13	0	1	1		13	0	1	0		15	0	1	0

COUNTRY: COSTA RICA

PROJECT	TITLE	FY 1981					FY 1982					FY 1983				
		STA TUS	AMT (\$000)	STAF	#OF TDYS	#OF PTP	STA TUS	AMT (\$000)	STAF	#OF TDYS	#OF PTP	STA TUS	AMT (\$000)	STAF	#OF TDYS	#OF PTP
	DS/ED															
LDC INSTITUTIONAL INVOLVEMENT 931-1031.		A	10	0	1	0		0	0	0	0		0	0	0	0
COUNTRY TOTAL:			10	0	1	0		0	0	0	0		0	0	0	0

COUNTRY: DOMINICAN REPUBLIC

PROJECT	TITLE	FY 1981					FY 1982					FY 1983				
		STA TUS	AMT (\$000)	STAF	#OF TDYS	#OF PTP	STA TUS	AMT (\$000)	STAF	#OF TDYS	#OF PTP	STA TUS	AMT (\$000)	STAF	#OF TDYS	#OF PTP
	DS/ED															
DEVELOPMENT COMMUNICATIONS CLEARINGHOUSE 931-1231.			0	0	0	0	B	5	0	2	0		0	0	0	0
RADIO-ASISTED COMMUNITY BASIC EDUCATION 936-5807.		A	350	0	4	0	A	600	5	10	12	A	600	2	6	0
COUNTRY TOTAL:			350	0	4	0		605	5	12	12		600	2	6	0

COUNTRY: ECUADOR

PROJECT	TITLE	FY 1981					FY 1982					FY 1983				
		STA TUS	AMT (\$000)	STAF	#OF TDYS	#OF PTP	STA TUS	AMT (\$000)	STAF	#OF TDYS	#OF PTP	STA TUS	AMT (\$000)	STAF	#OF TDYS	#OF PTP

A - ACTIVE B - PENDING MISSION APPROVAL

COUNTRY ACTIVITY REPORT  
BY GEOGRAPHIC AREA - FY 81 THRU 83

05/18/81

LATIN AMERICA

DS/ED

STRUCTURING NFE RESOURCES

931-1054.	A	400	0	2	6	A	250	0	4	6	A	400	0	2	1
LITERACY-ORIENTED FUNCTIONAL ED. 931-1242.	A	25	0	2	0	A	25	0	2	0		0	0	0	0
COUNTRY TOTAL:		425	0	4	6		275	0	6	6		400	0	2	1

COUNTRY: HONDURAS

PROJECT	TITLE	FY 1981					FY 1982					FY 1983				
		STA TUS	AMT (\$000)	STAF TDYS	#OF PTP	#OF PTP	STA TUS	AMT (\$000)	STAF TDYS	#OF PTP	#OF PTP	STA TUS	AMT (\$000)	STAF TDYS	#OF PTP	#OF PTP
	DS 'ED															
MASS MEDIA/HEALTH PRACTICES 931-1018.		A	300	4	6	0	A	300	4	7	0	A	200	4	4	0
COUNTRY TOTAL:			300	4	6	0		300	4	7	0		200	4	4	0

COUNTRY: JAMAICA

PROJECT	TITLE	FY 1981					FY 1982					FY 1983				
		STA TUS	AMT (\$000)	STAF TDYS	#OF PTP	#OF PTP	STA TUS	AMT (\$000)	STAF TDYS	#OF PTP	#OF PTP	STA TUS	AMT (\$000)	STAF TDYS	#OF PTP	#OF PTP
	DS/ED															
COMM. TECH: STUDIES-APPLICATIONS 931-1109.01			0	0	0	0	B	25	0	4	2	B	20	0	2	0
COUNTRY TOTAL:			0	0	0	0		25	0	4	2		20	0	2	0
TOTAL FOR REGION:			1098	4	16	7		1218	9	30	20		1235	6	15	1

A - ACTIVE B - PENDING MISSION APPROVAL

COUNTRY ACTIVITY REPORT  
BY GEOGRAPHIC AREA - FY 81 THRU 83

05/18/81

AFRICA

COUNTRY: KENYA

PROJECT	TITLE	FY 1981					FY 1982					FY 1983				
		STA TUS	AMT (\$000)	STAF TDYS	#OF IDYS	#OF PTP	STA TUS	AMT (\$000)	STAF TDYS	#OF IDYS	#OF PTP	STA TUS	AMT (\$000)	STAF TDYS	#OF IDYS	#OF PTP
	DS/ED															
EXTENSION OF RURAL PRIMARY SCHOOLS 931-1017.	A	400	4	6	0	A	400	4	6	0	A	600	4	5	0	
EDUCATION FOR PRELITERATE ADULTS 931-1020.	A	20	0	1	1		0	0	0	0		0	0	0	0	
COUNTRY TOTAL:		420	4	7	1		400	4	6	0		600	4	5	0	

COUNTRY: CAMEROON

PROJECT	TITLE	FY 1981					FY 1982					FY 1983				
		STA TUS	AMT (\$000)	STAF TDYS	#OF IDYS	#OF PTP	STA TUS	AMT (\$000)	STAF TDYS	#OF IDYS	#OF PTP	STA TUS	AMT (\$000)	STAF TDYS	#OF IDYS	#OF PTP
	DS/ED															
STRUCTURING NFE RESOURCES 931_1054.	A	50	0	2	1		0	0	0	0		0	0	0	0	
COUNTRY TOTAL:		50	0	2	1		0	0	0	0		0	0	0	0	

COUNTRY: LESOTHO

PROJECT	TITLE	FY 1981					FY 1982					FY 1983				
		STA TUS	AMT (\$000)	STAF TDYS	#OF IDYS	#OF PTP	STA TUS	AMT (\$000)	STAF TDYS	#OF IDYS	#OF PTP	STA TUS	AMT (\$000)	STAF TDYS	#OF IDYS	#OF PTP
	DS/ED															
STRUCTURING NFE RESOURCES 931-1054.	A	300	3	8	2	A	250	3	2	5	A	400	2	3	0	
COUNTRY TOTAL:		300	3	8	2		250	3	2	5		400	2	3	0	

COUNTRY: GAMBIA, THE

PROJECT	TITLE	FY 1981					FY 1982					FY 1983				
		STA TUS	AMT (\$000)	STAF TDYS	#OF IDYS	#OF PTP	STA TUS	AMT (\$000)	STAF TDYS	#OF IDYS	#OF PTP	STA TUS	AMT (\$000)	STAF TDYS	#OF IDYS	#OF PTP

A - ACTIVE B - PENDING MISSION APPROVAL

COUNTRY ACTIVITY REPORT  
BY GEOGRAPHIC AREA - FY 81 THRU 83

05/18/81

AFRICA

DS/ED

MASS MEDIA/HEALTH PRACTICES  
931-1018.

STA	AMT	STAF	#OF	#OF	STA	AMT	STAF	#OF	#OF	STA	AMT	STAF	#OF	#OF
TUS	(\$000)	TDYS	TDYS	PTP	TUS	(\$000)	TDYS	TDYS	PTP	TUS	(\$000)	TDYS	TDYS	PTP
A	125	2	2	0	A	200	2	5	0	A	100	2	4	0

COUNTRY TOTAL: 125 2 2 0 200 2 5 0 100 2 4 0

COUNTRY: TUNISIA

PROJECT	TITLE	FY 1981					FY 1982					FY 1983				
		STA	AMT	STAF	#OF	#OF	STA	AMT	STAF	#OF	#OF	STA	AMT	STAF	#OF	#OF
TUS		(\$000)	TDYS	TDYS	PTP	TUS	(\$000)	TDYS	TDYS	PTP	TUS	(\$000)	TDYS	TDYS	PTP	

DS/ED

LITERACY-ORIENTED FUNCTIONAL ED.  
931-1242.

B	5	0	1	0	B	25	0	2	0		0	0	0	0
---	---	---	---	---	---	----	---	---	---	--	---	---	---	---

COUNTRY TOTAL: 5 0 1 0 25 0 2 0 0 0 0 0

COUNTRY: IVORY COAST

PROJECT	TITLE	FY 1981					FY 1982					FY 1983				
		STA	AMT	STAF	#OF	#OF	STA	AMT	STAF	#OF	#OF	STA	AMT	STAF	#OF	#OF
TUS		(\$000)	TDYS	TDYS	PTP	TUS	(\$000)	TDYS	TDYS	PTP	TUS	(\$000)	TDYS	TDYS	PTP	

DS/ED

NONFORMAL EDUCATION NETWORK  
931-1250.

A	5	0	1	0	A	10	0	1	0	A	10	0	1	0
---	---	---	---	---	---	----	---	---	---	---	----	---	---	---

COUNTRY TOTAL: 5 0 1 0 10 0 1 0 10 0 1 0

COUNTRY: SENEGAL

PROJECT	TITLE	FY 1981					FY 1982					FY 1983				
		STA	AMT	STAF	#OF	#OF	STA	AMT	STAF	#OF	#OF	STA	AMT	STAF	#OF	#OF
TUS		(\$000)	TDYS	TDYS	PTP	TUS	(\$000)	TDYS	TDYS	PTP	TUS	(\$000)	TDYS	TDYS	PTP	

DS/ED

RURAL SATELLITE PROGRAM  
936\_5811.00

A	100	0	5	2	A	200	1	6	3	A	200	1	6	3
---	-----	---	---	---	---	-----	---	---	---	---	-----	---	---	---

COUNTRY TOTAL: 100 0 5 2 200 1 6 3 200 1 6 3

A - ACTIVE B - PENDING MISSION APPROVAL

COUNTRY ACTIVITY REPORT  
BY GEOGRAPHIC AREA - FY 81 THRU 83

05/18/81

AFRICA

TOTAL FOR REGION:	1005	9	26	6	1085	10	22	8	1310	9	19	3
-------------------	------	---	----	---	------	----	----	---	------	---	----	---

A - ACTIVE    B - PENDING MISSION APPROVAL

COUNTRY ACTIVITY REPORT  
BY GEOGRAPHIC AREA - FY 81 THRU 83

PAGE 7  
05/18/81

PROJECT SERVICES AT MISSION OR BUREAU REQUEST

PROJECT	TITLE	FY 1981					FY 1982					FY 1983				
		STA TUS	AMT (\$000)	STAF	#OF IDYS	#OF PTP	STA TUS	AMT (\$000)	STAF	#OF IDYS	#OF PTP	STA TUS	AMT (\$000)	STAF	#OF IDYS	#OF PTP
	DS/ED															
	STRUCTURING NFE RESOURCES															
	931_1054. A		0	0	0	0		0	0	0	0		0	0	0	0
	COMM TECH: STUDIES + APPLICATIONS															
	931_1109.		0	0	0	0		0	0	0	0		0	0	0	0
	COUNTRY TOTAL:		0	0	0	0		0	0	0	0		0	0	0	0
	TOTAL FOR REGION:		0	0	0	0		0	0	0	0		0	0	0	0
	OVERALL TOTAL:		2533	13	53	16		3208	21	69	34		4165	17	51	10

A - ACTIVE B - PENDING MISSION APPROVAL